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ABSTRACT

The communications component of the Modular Achievement Program (MAP) at Bowling Green State University is discussed in three phases. Part one offers an evaluative synthesis of Speech 102. Part two deals primarily with the speech component of the module and part three briefly discusses the modular attempts at integration. Related documents are HE 005 102, 005 083, 005 078, 005 082, 005 081, 005 080, and 005 077. (MJM)

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Modular Achievement Program/Bowling Green State University

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The Third Year of the First Little College "Communications"

Introduction

1972-73 brought two major changes in the Little College. First of all, the program added an 8-hour Communications Module; and, secondly, it became part of the newly-created Modular Achievement Program. This report deals specifically with the Little College "Communications" component.

The report has three parts. Part one offers an evaluative synthesis of Speech 102. Part two deals primarily with the English component of the module. Finally, part three briefly discusses the modules attempts at integration.

Part One:

Speech 102 Evaluative Synthesis

This part of the Communication Module report consists of three sections:

1. Evaluations by teachers and director
2. Syllabi
3. Development of evaluation instruments

Section One

The collection of data for this section followed a 3-step procedure:

1. Each teacher responded individually concerning strengths and weaknesses of the program with recommendations for the future.

2. The director (Dr. Paul McKee) synthesized individual statements and added his own evaluative responses.

3. The synthesis of evaluative statements was arranged in the manner of a conference agenda. A conference of all the teachers was called by the director in which each item was considered. Some items were deleted, others raised, and some added.

The following positions had unaminous consensus:

I. Weaknesses

A. All Speech 102 teachers agree that communication modular faculty groupings were ineffective. Ideally, each module of forty students would have had the same speech teacher. This ideal, however was not the case. These forty students were divided among three to five different speech teachers. This fact meant that each speech teacher had the task of interfacing with three different Images instructors. The task of interfacing became almost impossible since each Speech 102 section was a conglomerate of students from a variety of image instructors.

B. All teachers agree that the "Life Styles Game" as presently designed cannot bear the emphasis given it. Even though each of the three courses (Speech, English and Images) tried to emphasize different aspects of the game, students objected to the redundancy in the discussions that followed the playing of the game. The student objection of redundancy was often expressed throughout the quarter in relation to other materials, but life-styles was most often used as an example. One teacher suggested we took too much for granted. That the students would generate the relevance of the game was a faculty assumption. Generally, the game was perceived as artificial, with but minor application to real life.

C. Several teachers observed that pre-planning was inadequate in that:

1. MORE time was needed for interaction within faculty groups before the beginning of actual classes. Speech teachers felt confused in terms of ultimate course objectives in Images. They received the impression that scheduling of activities in speech class should center around the decisions made by individual Image instructors. In other words, more cooperation in planning an integrated course was needed.

2. Evaluative criteria and standards for faculty and students should be generated before the quarter begins.

D. The formulation of peer groups of forty students was not relized. Students were mixed in the fifteen sections of Speech 102.

E. The unstructured nature of the Image sections tends to hinder the generation of specific course objectives, which in turn adversely effects planning at the course level. While there were exceptions to this statement in that attempts were made to plan specific course activities in some Image sections, the statement is generally true for the remaining sections.

II. Strengths:

A. The program provides the teacher more freedom and encouragement to experiment with new methods and assignments.

B. Students living, studying, and taking classes together produced a relaxed atmosphere that in turn engendered open and honest communication. The openess of communication extended beyond the peer-to-peer level and included teacher-to-student. All Speech teachers emphasized the fact that communication with students appeared to be unrestrained and open.

C. The structure of the module has a potential of affording a more relevant application of the principles of communication. Students have the benefit of immediate feedback after using the communication principle that they learn in the various sections of the module. Teachers can interact and provide information on the student's performance in their class. This information can be given to the student via the Speech teacher. Students can also return to the speech classroom and discuss their communication problems with the instructor.

D. The Speech 102 course structure, given the correction of logistics problems of students and teacher groupings, is adoptable to the modular concept.

E. There was more time to cover topics and activities, such as small groups, more comprehensively when compared to the regular Speech 102 sections.

III. Recommendations:

A. Arrange registration so that a group of forty students take all their work under a grouping of "Images" and English teachers and one Speech 102 instructor.

B. It should be possible for teachers to visit and combine with classes of other teachers in their group.

C. Future planning should provide more specific goals relative to actual classroom activities. Such can only be realized by increased intra-faculty group interaction before the quarter begins.

D. MAP evaluative devices should be better integrated within the course throughout the quarter.

E. Life Styles games should be reworked and limited only to Communication Modules and be administered to the smallest group possible.

F. No modular grouping of three Speech 102 sections should enroll more than forty students.

G. Relevant to the problem of modular integration the following should be noted:

1. Two Image instructors in a given module should agree on a basic teaching design, common resource materials, and common objectives and goals. Such commonality would enhance the development of modular integration.

2. Integration of the communications teachers with Images instructors can primarily be accomplished on content levels or concerns.

3. Linear coordinations with Speech, English, and Images faculties should be minimized early in the quarter. However, modular faculty formation should be maximized.

H. There should be a separate Speech 102 mass lecture for MAP students.

I. Relevant to the Life Styles Game the following suggestions should be considered:

1. The categories employed (Family Provider, etc.) were not perceived by the students as relevant. It was suggested that categories be relevant to the choices that college students make in their immediate environment.

2. The game should be employed later in the quarter, perhaps in the middle third of the time frame.

3. The game should be re-designed in such a way as to eliminate the "running out" factor. Moreover, students should build a campus image not fully aware of the category his image might fit. Categories ought to be descriptive in an after-the-fact manner.

Section Two

This section contains the proposed over-all syllabus for the communication module. Individual teachers submitted a syllabus at the end of the fall quarter to the course director. Generally, the major areas of concentration, specifically dyadic, small group, and public communication, were included in the active teaching of the course, with the net result of little deviation from the proposed objectives. Variation among teachers seemed to occur most in the types of activities used in the classroom.

I. Proposed Syllabus:

M.A.P.

Communications Module - Speech 102
Core Syllabus

This syllabus is intended to provide an instructional core for those Speech 102 sections committed to the Communications Module of the Modular Achievement Program. Integration of this syllabus with English 111 and 112 comprises the Communication Module. Specific suggestions in certain core activities are directed toward accomplishing Speech - English co-ordination. Moreoever, additional suggestions are directed toward relating the Speech - English coordinated curriculum (Communications Module) to the Image course of the Little College Module.

Beyond the interrelation of core experience within and without of the Communications Module, it is expected that all instructors will strive to relate to each others particular teaching designs within their groups. One instructional group is comprised of those instructors involved in teaching a group of forty students. Each group of forty students generates two sections each of Images and English and three Speech 102 teachers. The fact that each Speech 102 teacher will be a member of three teaching groups will undoubtedly place some practical restraints on the amount of informal coordination possible. However, conference time will be devoted to accomplishing informally coordinated curriculia within teaching groups. It is expected that Speech and English teachers within the Communications Module will have a closer integration than with their counterparts in Images. However, effort ought to be directed particularly toward capitalizing on the supplemental readings (content) of the various individual Images instructors.

The following syllabus sets out the course design in content and time units. The content units are three in number:

Dyadic (one-to-one communication)
Small Group (group communication)
Public (one-to-many communication)

Each content unit is presented in a time frame of weeks. Though the syllabus is not intended to utilize all the time available, some content units will

require more of the time allotted than others. Over-all the teacher can expect that seventy percent of instructional time will be utilized. The remaining thirty percent should be used in ways designed to enhance integration with their faculty counterparts. Moreover, teachers are asked to note that their sections are scheduled to meet three times a week. Since Speech 102 is a four hour course there remains one hour of class time not accounted. This hour can be used in a number of ways:

1. Certain regular Speech 102 lectures will be suggested to MAP students.

2. Some teachers may devote some hours to scheduled individual meetings.

3. Integrated teaching designs within certain groups may suggest that a Speech 102 instructor attend an Image or English class for pedagogical or observation reasons.

4. Some classes may evolve creative field assignments or individual study outside regular meeting times.

Each Speech 102 instructor in the Modular Achievement Program should refer to the regular Speech 102 Teacher's Manual for any materials he might need. The manual will obviously not meet his needs as well as those of teachers in regular Speech 102 sections. However, the possible usage for MAP sections is significant, and MAP instructors should be aware of the manual's supportive potential.

M.A.P.
Core Syllabus - Speech 102

Week 1
Dyadic

1. Introduce course objectives and design, teacher's perspective and goals.

2. Explain Life Styles Game (see Stuff, Halpern). Particular attention should be directed toward identifying the types of verbal encounters that occur as such data will provide material for ensuing class discussions. The game will be played in an evening session.

3. Before the Life Styles Game is played, each teacher is to prepare and distribute, in written form, an assignment which suggests that each student make a list of what he or she perceives as general life categories. This list should be the product of observations made while the Life Style is played. From that list each student is to prepare either a schedule standardized or nonschedule standardized interview (for definitions see pp. 128-129 of Brooks). The interview preparation should be designed to uncover a life style profile of another person through interview techniques. Interview pairs should be formed by some random method. Each student will plan to interview the other within a five minute period.

4. Suggest that all students should attend one of the four regular Speech 102 lectures at 11 W, 3 W, 9 R, or 11 F. For locations consult the "Fall Quarter Schedule of Classes with Rooms."

Week 2-3
Dyadic

1. Suggest that students attend the second Major Speech 102 Lecture ("Some Guidelines for Interpersonal Communication").

2. Two class sessions should be devoted to accomplishing the following:

   A. Reinforce assignment made in first week.

   B. Make sure students understand the differnece between structured (directive) and nonstructured (nondirective) dyadic communication, and the difference be-

tween schedule standardized and nonschedule standardized interviews (see p. 128 of Brooks).

C. Since the text does not treat in depth the nonstandardized (nonstructured) "interview," it will be necessary for the teacher to prepare sufficient explanation to fill in the ommission. Keep in mind that this type of dyadic communication places less stress on the strategy (planning) factor, and more attention to the interpersonal components that contribute to supportive rather than defensive communication. Emphasize in your presentation the components of supportive communication summarized on p. 87 of Brooks. Note that the standardized (structured) interview has built into it "control" and "strategy," as well as "neutrality" in most cases. These factors may cause an interviewee to be defensive and show hostility. Emphasize that while the standardized information getting interview emphasizes the information-giving function of the interviewee, the non-standardized dyad places equal emphasis on the giving of both parties. Thus, both parties have equal responsibility for a productive dialogue.

D. Assign a dialogue ("nonstructured interview") designed to explore the roles played in the Life Style Game emphasizing why and how each student chose and implemented his or her role. Again it is suggested each teacher write out the assignment. In doing so note the following qualifiers:

1. Participants are to make particular effort to communicate "Empathy." (For importance of this component or dimension see the Carkhuff entry in the Teachers Manual - Resource section, Dyadic Communication.)

2. The use of the question form is to be discouraged. Questioning should be limited to "Open Questions" (see pp. 129-130 of Brooks) used as a starter or stimulus inviting the communicatee to contribute. "Mirror Questions" (p. 130 of Brooks), when used, should be worded and delivered as statements. The same is true for "Probing Questions."

E. In closing your treatment of dyadic communication, communicate to your class the idea that the two assignments given (the structured and non-structured interview or dialogue) are intended to reveal, by contrast, the critical components or dimensions of sensitive interpersonal communication. The stu-

dent should come to appreciate the effort that must be expended if dyadic communication is to be interpersonally productive and healthy.

3. Carry out standardized life style profiles interviews. Make sure these interviews precede the English essay dealing with the definition of a life style other than the one played in the Life Styles Game (see English 111, 112 - Syllabi, 2-4 week). This exercise is a graded exercise. The combinations of standards applied by a by a teacher should include a critical appraisal of the students standardized interview guide. Moreover, it is important that each teacher should fully inform his or her class of the standards for judgment prior to the exercise.

4. Devote one class period to concepts and perspectives in General Semantics. The instructor should seek to enrich the reading requirement on this subject in Images (see Don Fabun, Communications: The Transfer of Meaning). Note: The third major Speech 102 Lecture deals with concepts relevant to General Semantics.

5. Carry out the ungraded nonstructured interview (dialogue). Make sure this activity follows Essay assigned in English dealing with definition and defense of the strategy used in playing the life style game.

Week 4-6

Small Group

1. Suggest that students attend fourth Major Speech 102 Lecture on Small Group Communication.

2. Devote at least three class sessions to the following:

   A. Maintenance functions (social emotional factors).

   B. Task functions (problem solving). Work with your Images faculty in this area!

   C. Argumentation. Please note that Speech 102 instructors are responsible for formal argumentation within the communication module (see English Syllabi, weeks 5-7). Capitalize on Lionel Ruby's The Art of Making Sense, a core reading in Images. A fourth class period may be needed on Argumentation.

3. Assign and organize a graded discussion exercise for the sixth week. For discussion questions consider one of the following sources:

   A. "Old Glory Pocket" (see English Syllabi - weeks 5-7).

B. Issues generated from group readings in Images.

C. Issues generated from Images core reading of Charles Reich's The Greening of America.

4. Consider one class period devoted to discussing (break class into two discussion groups) the relationships of icons and slogans. How are they different? Similar? The same? Relate this class activity to the ideas generated from concepts in General Semantics.

5. Carry out graded discussion exercise. Grading standards should include written discussion briefs (emphasizing logically outlined arguments) and be communicated to the class prior to the exercise.

6. Allow time for critical over-view of discussion assignment.

7. Each instructor should consider the possible use of the fifth and sixth Speech 102 Lectures to his teaching design. The fifth deals with "Persuasion" and the sixth with "conflict."

Week 7-10

Public Communication

1. Three class days should be devoted to concepts and procedures in the following:

   A. Content and planning in one to many communication situations. Emphasize audience analysis and organization.

   B. Non-inferential developing materials.

   C. Inferential supporting materials. Re-emphasize concepts previously presented under formal argumentation (exercises are available in the Teacher's Manual dealing with fact - inference - value judgment discrimination skills).

2. Instructors in groups with English 112 sections are to devote one class period to the problem of Style in one to many communication. Concern with style might include non-verbal communication also, that is, delivery. In order to fit in a treatment of Style, the teacher may find it necessary to make room in #1 above.

3. Devote one class period for assigning two graded speeches:

   A. An Informative Speech

   B. A Persuasive Speech either of:

      1. a problem solving nature.

      2. or one advocating a particular policy, action, or belief.

   For subjects emphasize group readings in Images sections as sources.

4. Carry out graded Informative Speech exercise.

5. Carry out graded Persuasive Speech exercise.

6. Summarize course content and design.

7. Course evaluations.

M.A.P.
Communications Module - Speech 102
Reading Assignment Schedule

Week 1
Dyadic
1. William D. Brooks, Speech Communication, Chapters 1 and 4.

Week 2
Dyadic
1. Brooks, Part II (Chapters 5-7).

2. Life Style readings (see English Syllabi, weeks 2-4).

Week 3
Dyadic
1. Brooks, Chapters 2 and 3.
2. Fabun, Communications: The Transfer of Meaning (see Images Core readings).

Week 4-5
Small Group
1. Brooks, Chapter 8.
2. Ruby, The Art of Making Sense (see Images Core readings).
3. Contingent on the graded discussion quest in chosen, one of the following:

A. "Old Glory Pocket" (see English Syllabi, weeks 5-7).

B. Group reading assignments such as Donald Rice, ed., The Agitator.

C. Charles Reich, The Greening of America.

Week 7-8
Public
1. Brooks, Chapters 9-12.

Section Three

The development of evaluative instruments for the speech communication part of Communication Module had a dual purpose. First, whatever instruments employed must be capable of yielding comparison data between MAP and non-MAP or regular Speech 102 sections. Also, since measurement of skills proficiency is an integral part of the MAP program design, these same instruments should have the capability of usage that will eventually generate norms for future skills measurement.

The Speech 102 curriculum is divided between interpersonal and public communication. There being no evaluative instruments available, it was necessary to develop measurements, one for interpersonal and a second for public communication.

Drs. Roman Carek and Paul McKee are developing an Interpersonal Communication Inventory, developed from the interpersonal dimensions and scales generated by the research of Robert Carkhuff, Bernard Berenson and others. Carkhuff et. at. view sensitive and effective interpersonal communication as having identifiable behaviors. These behaviors are grouped into seven different "Dimensions" in interpersonal processes. The ability to identify and evaluate these dimensions is the ability to "Discriminate", and therefore involves "Discrimination Skills." The ability to employ these discrimination skills in communication activity pertains to what will be called interpersonal communication skills. Therefore, discrimination and communication are related, but are still logically independent, for one can be a skillful discriminator and not an effective interpersonal communicator without being a sensitive and skilled discriminator. Then, discrimination, while not a sufficient condition for effective interpersonal communication, is a necessary condition for a high level of communication.

This instrument focuses on the dimension of "Empathic Understanding" on a three-point evaluative scale and is divided into two parts. Part one is designed to measure Communication Skills, with a second part directed toward Discrimination Skills. Each student will be asked to view twelve video pre-recorded interpersonal communication interactions twice. In Part One he will respond to each by writing a response as if he were to be the next to speak. For Part Two, the second viewing, the student is asked to choose from four possible responses to each interaction. On a five-level evaluative scale, there are two responses previously adjudged at the "One level" and one each at the "Three" and five level". These levels are described briefly as follows:

Level 5 - Additive	Level 3 - Interchangeable	Level 1 - Subtractive
The response or initiated communication adds to the experience (in both content and feeling) of the other person.	The response or initiated communication neither adds to or takes away any of what the other person says or feels.	The response has a deterioating effect, both in the meaning and feeling of what the other person says

Level three is regarded as minimally conducive to continuing effective interpersonal communication.

The completed test will be ready for pre-test purposes in September of 1973.

In addition, an Auditor Response Inventory was developed by the teachers and director with the assistance of Mr. Jim Litwin. The ARI consists of thirteen criteria adjudged as necessary conditions for speaker effectiveness on a five-point evaluative scale. A copy of the inventory follows:

Auditor Response Inventory
Speech 102

Respond to the judgment stimuli on a computer answer sheet in the following manner:

	Agree		Minamally Agree		Disagree
Response	A	B	C	D	E

Be sure to record your responses WITH PENCILS ONLY. Do not put your name on the answer sheet. Enter the speakers social security number in the box labeled "Identification Number," your section number to the right of "Date of Birth," and your teacher's name to the right of "Instructor."

NON-VERBAL CUES: Does the speaker personally seem to want to communicate:

1. with me by his or her facial expression?
2. by the way he looks at me?
3. with me by the way he or she postures and moves?
4. by the sound of his or her voice?

MESSAGE CONTENT: Does what the speaker is saying:

5. include a statement of specific purpose?
6. seem reasonably organized, i.e., easy to follow?
7. seem applicable to my experiences, i.e., not abstract or irrelevant?
8. demonstrate his or her belief and/or understanding as reasonable.
9. indicate to you that he or she believes what is being said.
10. indicate to you that he or she understands what is being said.

AUDITOR RESPONSE: Does the speaker:

11. grasp my attention, broaden and enrich my fund of knowledge and understanding?
12. relate to me in such a way that I have new insights?
13. stimulate vivid images by his or her language and phrasing?

The administration of the ARI took the pre-post test pattern in a three-week activity sequence involving fifteen MAP sections as compared with nine regular Speech 102 sections. A score of one criterion represents the greater degree of agreement with the item and is thought to reflect the more desirable behavior on the part of the speaker; for example, a mean score of 2 on the post-test would represent an improvement if the mean score on the pre-test was 3 even though the gain score is represented as a negative.

The following table provides mean scores and gain scores for MAP and non-MAP students using the Auditor Response Inventory (ARI) during the Fall of 1972:

	MAP			Non-MAP		
	Pre	Post	Gains	Pre	Post	Gains
1.	1.95	2.02	+.07	1.84	1.89	+.05
2.	1.99	2.07	+.08	1.93	2.05	+.12
3.	2.12	2.14	+.02	2.00	2.04	+.04
4.	1.86	1.90	+.04	1.79	1.84	+.05
5.	1.70	1.78	+.08	1.61	1.66	+.05
6.	1.81	1.83	+.02	1.66	1.74	+.08
7.	1.85	1.89	+.04	1.80	1.83	+.03
8.	1.71	1.68	-.03	1.59	1.60	+.01
9.	1.61	1.60	-.01	1.51	1.51	0
10.	1.63	1.61	-.02	1.51	1.45	-.06
11.	2.01	1.95	-.06	1.75	1.81	+.06
12.	2.06	1.98	-.08	1.81	1.92	+.11
13.	2.17	2.11	-.06	1.94	2.04	+.10
NV	1.98	2.03	+.05	1.89	1.95	+.06
MC	1.71	1.72	+.01	1.61	1.62	+.01
AR	2.07	2.01	-.06	1.82	1.92	+.10
Total	1.88	1.88	0	1.75	1.79	+.04

The data suggest little movement by either group although the difference on the AR scale is an encouraging one because it relates to the speaker's ability to hold the receptor's attention, generate insights and use imagery.

The conditions for the experiment were mediocre at best. Thus, we should consider this past effort more appropriately as a trial or pilot study. The following factors ought to receive consideration:

1. MAP students had a much busier schedule due to the attempted integration effort with English, which resulted in four of the five teachers (12 of 15 sections) including only two of the three speeches called for in the proposed syllabus.

2. A peer evaluative form represents judgments made by students based on what they know and the values generated out of that knowledge. Judgments made in the post-test might be based on increased knowledge and more rigorous value standards over those applied in the pre-test. Such increased rigor would tend to negate any differences between the pre and post-test applications.

Part Two:

Summary Evaluation of Communication Module
by the
English Staff of MAP

I. English 111/112

A. Strengths

The central assumption behind the subject matter materials used was that students needed to be given structured experiences as a means of bridging the usual gap between things they personally know and things worth writing themes about. With certain changes in emphasis and use, the material seemed to serve this purpose well.

The proficiency standards established by the Department of English by rubric-grading worked very well, and paralleled closely the skill goals set up for MAP.

B. Weaknesses

The syllabus failed in a number of ways to match reasonable accomplishments. For one thing, the Songs unit added a new dimension, art forms, to a human-behavior framework at too late a stage in the course to develop another whole structure of subject matter. For another, too few specific assignments were suggested; either for the English class alone, or for the module. The progression of skill developments in 112 was somewhat unrealistic.

C. Suggestions

The Life-Styles materials need to be de-emphasized; too much was done, for too long. The Icons materials need more clarification, both for students and faculty. The Songs unit should be dropped, and replaced with a general project unit less structured, or capable of being structured to the needs of individual sections. See further suggestions on a quarter-end project below, in II C.

The syllabus needs a great deal more in the way of specific assignments, and activities. Particularly needed are possible ways of encouraging continual relationships between the students' own experience and the various readings. More materials specifically dealing with composition skills are needed; a change in handbook may help, but the best idea may be to put some MAP-experienced teachers to work compiling a packet of exercises and assignments much like that provided for Speech 102.

Finally, if a written statement from each MAP student is available before enrollment, rubric-grading could be used to make 111/112 placement more sophisticated, and avoid much of the section-switching that took place after the pre-test.

D. Evaluation of Writing Proficiency

Beginning in the fall quarter of 1972, the Department of English adopted an evaluation rubric for use in grading all English 111 and 112 themes on a 35 point scale; a copy of the rubric is attached. At the same time the English Department was going through a series of complicated governance procedures concerning its plan to use a Pass/No Record grading system in its courses.

The rubric gave us an instrument whereby to generate data on writing proficiency; but, because the situation concerning P/NR resulted in getting comparable data only from non-MAP sections whose instructors chose to use a panel-graded proficiency final examination, there was no reasonable control group. An attempt was made to use a matched group of winter quarter sections as a control group for 112; but there is no way of knowing to what extent the difference in quarters was a significant variable in itself; for example, all fall quarter instructors were using the rubric for the first time, whereas by winter quarter instructors had all had one term's experience with it.

Furthermore, an intensive analysis of English 111/112 grading by an Ad Hoc Evaluation Committee (unconnected with MAP) whose investigations were concurrent with those of MAP has led to tentative findings that question the reliability of measuring writing proficiency improvement on the basis of the single-essay final examination.

The data below, therefore, are offered with no strong sense of conclusiveness. They do seem to indicate however, a general, across-the-board, improvement in writing proficiency in the MAP sections, slightly below but roughly equal to that shown by the Winter control group.

It seems reasonable to say, at this point, that the process of integrating the two courses into a Communications Module did not interfere with normal improvements in writing proficiency. The next step is to define and find a way to measure those proficiencies which may be enhanced by integration - particularly habits of analysis, articulation, and cross-application of speaking, writing, and critical thinking skills.

Analysis of Total Scores

	Pre-MAP 111	Post-MAP 111	Pre-MAP 112	Post-MAP 112	Pre-Control 112	Post-Control 112
Number of Cases	37	37	152	152	179	179
Mean Score	17.98	21.17	23.93	25.68	23.53	25.88
Mean Increase		3.19		1.75		2.35
Maximum Score	22	25.2	29	31.8	32	31
Minimum Score	12	14	20	20	14	19
Range	10	11.2	9	11.8	18	12

Mean Scores for Individual English Rubrics

	Expression	Organization and Development	Mechanics	Style: Syntax	Style: Diction & Metaphor
Pre-MAP 111	3.62	3.77	3.56	3.40	3.62
Post-MAP 111	4.29	4.27	4.56	3.98	3.97
Increase	.67	.50	1.00	.58	.35
Pre-MAP 112	4.73	4.64	5.37	4.66	4.56
Post-MAP 112	5.07	5.11	5.61	4.98	4.90
Increase	.34	.47	.24	.32	.34
Pre-Control 112	4.68	4.55	5.05	4.66	4.60
Post-Control 112	5.16	5.21	5.37	5.10	5.04
Increase	.48	.66	.32	.44	.44

Summary Evaluation of Communication Module

II. Integration with Speech and Images Courses

A. Strengths

Pre-planned integration with Speech was strong, largely because of the close parallels in discipline approaches, skill objectives, and classroom situations. The pre-quarter orientation sessions reinforced this closeness.

During the course of the quarter, in those groups in which Images-Communication planning went on, it went well. The Images course also made valuable contributions to composition by giving great emphasis to analytical and critical skills, particularly in argumentation.

B. Weaknesses

Integration between English and Speech did not accomplish as much as preplanning supposed. This was at least partially due to the difficulties produced by having three Speech instructors in each group. But beyond this, perhaps because of the dynamics of dyadic and small group activities, the Speech sections seemed less able to deal with scheduled subject matter at scheduled times.

C. Suggestions

There must be more pre-planning of the Images Syllabus, including subject matter, skill objectives, assignments, and timing.

Integration with Speech needs to be more selective and, when it is planned for, more detailed. Speech scheduling, of course, can conform in the future to the group concept.

Faculty selection and matching needs to be done with care, and a prior integration plan.

A suitable project orientation for full integration at the end of the quarter should be instituted. A variety of issue-oriented or problem-solving topics should be planned in advance of the quarter. During the last month or so, individual students or small groups could work towards making presentations which combine elements from all courses. Suitable assignments in all courses could be made for interim, preparatory, or progress work. At a final group-wide meeting, or series of meetings, the presentations would be made.

Turning to a wider issue, MAP should be working experimentally to generate insights and methods that are useful outside the experimental framework. To that end, it would be useful to set up a system whereby part of MAP would be highly integrated to generate new ideas, and part of MAP more imitative of non-MAP situations to test out the applicability of such ideas. The following design could accomodate this.

Summary Evaluation of Communication Module

Assuming Five-group divisions like those in Fall, 1972:

Three groups would operate with integrated syllabi; but aside from pre-planning and contact among project directors, the faculty would operate as mini-departments. That is, the English instructors would be in contact with one another, as would the Speech and Images instructors. This would represent the "exportable" form of MAP. The syllabi would allow for minimal individual instructor variation.

One group would operate as a mini-cluster; sharing only course objectives with the other groups, the four instructors would design a block syllabus for a totally team taught quarter. All students and classes would be housed in Prout.

One group would operate as a co-ordinated quarter, with regular group meetings, co-ordinated syllabi, and a seminar hour; but scheduling would be for separate hours.

III. General Comments on MAP

The most pressing need of MAP is to get past the sense of semi-organized chaos that characterized most of this first, hastily planned year.

Also needed is a clearer articulation of how MAP intends to contribute to the overall program of the University, including but by no means restricted to the notion of a shortened baccalaureate.

Respectfully submitted,

MAP-COM-MOD-ENGSTAFF

Karen Higgins
Madonna Marsden
Mark Sweeney
Mary Ward
Sheldon Halpern, Co-Director

Appendices:

A. Core Syllabi 111/112
B. Writing Proficiency Rubric
C. Statements by individual instructors

Appendix A

M.A.P.
English 111 Syllabus

Week 1

a. Initial pre-test essay; analysis of section's writing strengths and weaknesses. Introduction of rubric grading.

b. Introduce concept of journal as means of stimulating greater awareness of thought about the student's immediate environment and-primarily-as work book and data-book for writing assignments. Students should gather and record ideas, details, examples, points of view, etc., relating to theme assignments. Also work out classifications and outlines and write out first draft - for perusal of instructor. Or work through free writing drafts to organized drafts. Journals should be presented to instructor during pre-writing conference.

c. Convince students of personal and practical vales of good writing (self-discovery, self-expression, communication, wealth and world renown, etc.)

d. Students will play Life-Style Game grouped as speech sections. Composition instructors will participate as game directors.

Weeks 2-4

a. Explain pre-writing procedures and stress their crucial importance in good writing: methods of selecting a topic; gathering information, details, examples, points of view; selecting thesis from data; gathering further information relevant to the thesis; analyzing and classifying, etc. Students should write out all procedures in journals (Instructor: consult Kytle, Composition, Discovery, and Communication [section 1], and Prewriting [Chapter 1]). Attempt to integrate prewriting unit with Images unit on the world as perception and projection (Boulding, The Image and Fabun, Communications: The Transfer of Meaning). Assign: Guide to American English, Chapters 1, 2, 10, 12.

b. Essay: culmination of extensive pre-writing work, following some simple organizational form. In grading, instructor concentrates on pre-writing records in journals and on evidence of adequate pre-writing work in essay. Instructor should attempt to locate the three or four most-repeated grammatical errors of each student, and begin working with him, individually, on one major error at a time. Student should conquer one major mechanical error every 2-3 weeks. (cf, Guide, Chapters 9, 11)

c. Rewrite above essay.

d. Essay: Definition and defense of the strategy used in playing the Life-Style Game as fulfilling the role chosen (this may be the topic of essay described in (b) depending on the time factor).

e. Readings

Toffler: Future Shock, Chapter XIV
Moore: Vertical Ghetto (pages 88-110)
Wolfe: The Hair Boys
Ann: The Secretarial Proletariat

f. Essay: Based on readings. Review pre-writing procedures Introduce a second overall-organizational form. Grading based on solidified pre-writing-organizational procedures evident in essay and on elimination of second major grammatical error. Integrate with Images classes skills and subject matter - Greening of America - Consciousness I, II, III as life-style determiners. Generalization.

Weeks 5-7

a,. Unit on elementary principles of clear-thinking. Attempt to integrate with Images unit on "Evaluating the Reliability and Quality of Understanding." Relate to pre-writing procedures, organization, and quality and substance of written statement.
(cf, De Bono, Five-Day Course in Thinking;
Kytle, Clean Thinking for Composition;
Ruby, The Art of Making Sense.
Assign Guide, Chapters 4, 5, 6, 7, 12.)

Integrate with Speech 102 on argumentating and with Images work with "Advocates" video tapes.

b. Essay: employing another organizational mode explained by instructor, who relates organization to quality of perception and analysis, cogency of statement, and success in communication and argumentation. Instructor should also begin to stress organization and inadequacy of paragraphs. Relate paragraph development to clear-thinking procedures: substantial, cogent paragraphs should result from proper analysis, location and support of opposing points of view, definition of terms, etc.

c. Rewrite essay above, stressing tightened overall form, clear thinking and adequate paragraph development. Student should also have conquered second or third major grammatical problem.

d. Present Icon Slide Demonstration and lead discussions on one or more of the following topics.

1. Word communication and symbol communication.
2. Marketplace symbols.
3. Style and content in communication and recognition.
4. Cultural biases and their effect on understanding.

Integrate with Images and Speech 102 on general semantics.
(cf, Boulding: The Image; Fabun: Communications; Hayabawa: Language in Thought and Action; Fishwick: "Popular Icons," Guide, Chapter 4).
Readings to supplement Slide Demonstration:
W. Lloyd Warner: "Memorial Day in Yankee City"
Herbert Gold: "A Day in Brooklyn, A Girl in Detroit"

e. Various exercises related to above: making cards for local icons; role-playing in and out of symbols; work in class with emotional "content" of symbols, etc. To coordinate with Speech 102, it may be advisable to divide the sections into small groups, each of which does a different exercise, presenting a collective report as well as individual writings (in both cases recording data, ideas, examples, points of view, etc., along the way, in journals.

f. Casebook activity using the "Old Glory" pocket and leading to a formal analytic, argumentative paper. Topics for pre-discussion and writing may include:

1. Language as logical and anti-logical communication.
2. Behavior towards symbols, towards ideas, and towards things.
3. Cliche-thinking, speaking, writing, and acting.
4. The limitations of freedom and the limitation of law.

Stress on clear-thinking in discussions and theme.

Weeks 8-9

a. Solidify paragraph development skill. Introduce alternate modes of paragraph organization if class is ready. Eliminate third or fourth major grammatical problem. Alternate, effective modes of introducing and concluding, etc.

Weeks 8-9 (con't)

b. Explain rehetorical concepts - appropriateness recognizing and writing for various types of audience-levels of usage. Relate to argumentation, communication, practical consequences. (cf, Hall: Linguistics and Your Language; assign: Guide, Chapter 3.)

c. Analysis of several essays in varying styles: "Old Glory" items; "Student as Nigger"; Lyrics from "Songs."

d. Role-playing in class: inappropriate language, dress, etiquette.

e. Essay: Comparing appropriateness in language in language to appropriateness in dress or social behavior in a style-level different from one student has employed throughout the course.

f. Play "Songs" tape in class. Students may also listen to the tape at the Audio-Library or at other places to be established. The lyrics of the anthology are included in course materials. Do one or more of the following exercises including papers:

1. Have students in groups of 2 or 3 choose lyrics from the sheets provided and chord them with quitars or autoharps. (Plan this well in advance, to allow for logistics.)

2. Discuss and analyze themes in the song tradition.

3. Discuss and analyze style in the song tradition.

Group core - coordinate stylistic device and performance exercises in Speech 102.

Week 10

Review of all principles of pre-writing, organization, clear-thinking, paragraph development, introducing and concluding, appropriateness, style, etc., in preparation for accomplished final paper. The topic should come from Reich or some other commonly-shared group experience.

Core Syllabus - English 112

Week 1 A. Initial pre-test essay; analysis of section's writing strengths and weaknesses. Introduction of rubric grading.

B. Introduce concept of the journal, including three to five entries a week, as means of stimulating greater awareness of and thought about the student's immediate environment. Journal should be collected periodically, not for correction or grading but for instructor to make responses calling for further student thought and exploration.

C. Students will play Life-Styles Game grouped as Speech sections. Composition instructors will participate as game directors.

Weeks 2-4 A. Review and some exercises in essay planning and organization. Use Guide to American English, Chapters 1, 2, 5, 10, 12.

B. Review of specific usage problems exhibited by class. Use Guide, Chapters 9 and 11. Explain Index to Usage.

C. Essay: Definition and defense of the strategy used in playing the Life-Style Game as fulfilling the role chosen.

D. Readings: Alvin Toffler, "A Diversity of Life Styles."
William Moore, "The Project Male."
Judity Ann, "The Secretarial Proletariat."
Tom Wolfe, "Mid-Atlantic Man."

Essay: Define a life-style (other than those dealt with in the game essay or readings) and account for or evaluate it; or define and compare two life-styles.

Suggestions for Group Core:

Groups II, IV: Essay and/or discussion of sexual life-styles
Group V: Violence, radicalism in life-styles
Group III, IV, V: Statistical manipulation as life-style determiners.
All Groups: If Reich has been assigned already in Images, pick up Consciousness I, II, III as life-style determiners.

Weeks 5-7 A. Writing for audiences. Use Guide, Chapter 12.

B. Appropriate modes of expression. Use Guide, Chapter 3.

C. Introduce logical concepts from Faban, Rice, and DeBono as they have been used in Group Images Sections. Also use Guide, Chapters 6, 7, if desired. Plan carefully with Group Speech instructors to avoid duplication, since Speech 102 will assume primary responsibility for formal argumentation within the module.

D. Present Icon Slide Demonstration and lead discussions on one or more of the following topics:

1. Word communication and symbol communication.
2. Marketplace symbols
3. Style and content in communication and recognition
4. Cultural biasses and their effect on understanding.

This also must be carefully co-ordinated with possible Speech 102 exercises in general semantics.

Readings to supplement Slide Demonstration:

Marshall Fishwick "Popular Icons"
W. Lloyd Warner "Memorial Day in Yankee City"
Herbert Gold "A Dog in Brooklyn, A Girl in Detroit."

E. Using the American Icons Cards carry through one or more of the exercises suggested in the Icons Instructor's Manual. To co-ordinate with Speech 102, it may be advisable to divide the section into small groups, each of which does a different exercise, presenting a collective written report as well as individual writings (as themes or in the journal).

F. Casebook activity using the "Old Glory" packet and leading to a formal analytic/argumentative paper. Topics for pre-discussion and writing may include:

1. Language as logical and anti-logical communication
2. Behavior towards symbols, towards ideas, and towards things.
3. Cliché thinking, speaking, writing, and acting.
4. The limitations of freedom and the limitations of law.

Suggestions for Group Core:

Groups III, IV, V: Public images and public icons
Groups II, V: Issues raised in "Advocates" or The Agitator as alternatives to "Old Glory."

Weeks 8-9 A. Varieties of English usage. Use Guide, Chapter 3 (and 8, if desired).

B. Style. Do the best you can. Analyses of several of the "old Glory" items may well be a good start. Lyrics from "Songs" will probably also help.

C. Play "Songs" tape in class. Students may also listen to the tape at the Audio Library or at other places to be established. The lyrics of the anthology are included in course materials. Do one or more of the following exercises, including papers.

1. Have students, in groups of two or three, choose lyrics from the sheets provided and chord them, with guitars or autoharps. (Plan this well in advance, to allow for logistics).
2. Discuss and analyze themes in the song tradition
3. Discuss and analyze forms in the song tradition.
4. Discuss and analyze style in the song tradition.
5. Have groups prepare slide-tapes dealing with songs and/or poems.

Suggestions for Group Core:

All Groups: Co-ordinate stylistic device and performance exercises with Speech 102.

Week 10 Prepare for and write a final theme incorporating many of the writing skills dealt with. May or may not be a "research" paper. The topic should come from Reich or some other commonly shared group experience.

Appendix B

For Students

The following rubric will be used in evaluating the compositions that you write. Each paper will be evaluated in five main areas: (1) expression (that is, feeling and thinking on a topic) appropriate to a given audience, (2) organization and development of the topic, (3) mechanics, manuscript form, and standard English usage, (4) style with respect to sentence structure and (5) style with respect to diction and metaphorical language. When your instructor evaluates your paper, he/she will assign you a score which reflects his/her judgment of your performance in each of these five areas. The scores in each area range from 1, the weakest achievement, to 7, the strongest achievement. The meaning of a given score in each area is explained later in the rubric. The purpose of this type of evaluation is to help you see your strengths and weaknesses in each area, and to steer you toward more intensive work in the areas where you are weak. Your instructor will make appropriate comments to help you improve.

The descriptions that appear below explain what each score means within each area. Writing must be on the assigned topic. No "0" (zero) is given unless the paper is blank; so anything is at least a "1".

I. Expression of ideas and feelings appropriate to a given audience.

7--Very strong and cogent expression of ideas and/or feelings. Logic clear and adequate, when appropriate. Clichéd expression and feeling avoided. Unique point of view. Clear audience and consistent tone. Originality consists not of mere novelty or trickery, but of material clearly enough conceived to make the ideas and/or feelings the writer's own. Much attention to definitions of terms, possible contradictions in the statements made, and possible alternatives to these statements. Fresh and alive writing.

6--Strong and cogent expression of ideas and/or feelings. Logic is clear and adequate, when appropriate. Clichéd expression and feeling is avoided. Unique point of view. Clear audience and consistent tone. Originality consists not of mere novelty or trickery, but of material clearly enough conceived to make the ideas and/or feelings the writer's own. Much attention to definitions of terms, possible contradictions in the statements made, and possible alternatives to these statements. Fresh and alive writing.

5--Adequate expression of ideas and/or feelings. Logic is clear and adequate, when appropriate. Clichéd expression and feeling is generally avoided. Generally clear audience and consistent tone. Originality consisting generally of material clearly enough conceived to make the ideas and/or feelings the writer's own. Some attention to definitions of terms, possible contradictions in the statements made, and possible alternatives to these statements. Generally fresh and alive writing.

4--Ideas and/or feelings present, but few distinguishing qualitites. Logic where appropriate, frequently neglected; little concern for audience; tone occassionally inconsistent. Some originality, though ideas and/or feelings often seem borrowed and vague. Some attention to definition of terms. Revision needed to make writing fresh and alive.

3--Ideas and/or feelings present, but very few distinguishing qualities. Logic, where appropriate, frequently neglected; little concern for audience; tone occasionally inconsistent. Little originality--ideas and/or feelings often seem borrowed and vague. Little attention to definition of terms. Revision needed to make writing fresh and alive.

2--Weak presence of ideas and/or feelings, and no distinguishing qualities. Logic, where appropriate, neglected; no concern for audience; tone inconsistent. Little originality. No attention to definition of terms. Flat and dead writing.

1--Poorly conceived presence of ideas and/or feelings. Logic confused and muddled. Much cliché. Unclear audience and inconsistent tone. No originality. No attention to definition of terms. Flat and dead writing.

II. Organization and development of the topic.

7--Very clear statement or suggestion of purpose occuring in or near the opening paragraph, when appropriate. Very effective development through support established by specific details, reasons, and/or examples. Effective sense of closure at the end of the composition, in light of the development that the writing has made. Effective transition between paragraphs, coherence within paragraphs, and unity of whole composition, all where appropriate. Relationship between ideas is clear where such explicitness is called for.

6--Clear statement or suggestion of purpose occurring in or near the opening paragraph, when appropriate. Effective development through support established by specific details, reasons, and/or examples. Effective sense of closure at the end of the composition, in light of the development that the writing has made. Effective transition between paragraphs, coherrence within paragraphs, and unity of whole composition, all where appropriate. Relationship between ideas is clear where such explicitness is called for.

5--Fairly clear statement or suggestion of purpose occurring in or near the opening paragraph, when appropriate. Adequate development through support established by specific details, reasons, and/or examples. Adequate sense of closure at the end of the composition, in light of the development that the writing has made. Adequate transition between paragraphs, coherence within paragraphs, and unity of whole composition, all where appropriate. Relationship between ideas is clear where such explicitness is called for.

4--Inadequately clear statement or suggestion of purpose, though it is clear that a conscious effort at organization has been made. Inadequate development of ideas; that is, inadequate use of detail, reasons, and/or examples. Conclusion is at least suggested. Some evidence of transition, coherence, and unity.

3--Attempt at statement or suggestion or purpose, though organizational scheme is only slightly evident. Little development of ideas; that is, little use of detail, reasons, and/or examples. Conclusion is at least suggested. Little evidence of transition, coherence, and unity.

2--Weak attempt at statement or suggestion of purpose; organizational scheme is not evident. No development through use of detail, reasons, and/or examples. No conclusion. Absence of transition, coherence, and unity.

1--No statement or suggestion of purpose near opening of paper. No development through use of detail, reasons, and/or examples. No conclusion. Absence of transition, coherence and unity.

III. Mechanics (capitalization, punctuation, spelling), manuscript form (title, margins, double spacing, etc.), standard English usage (subject-verb agreement, use of verbs, pronouns, etc.) NOTE: Standard English is customarily spoken and written by the majority of formally "educated" speakers and writers, i.e., by those educated in established insitutions. Non-standard English is customarily spoken and written by the majority of speakers and writers not "educated" in established institutions. Neither of these cultural forms of English is good or bad, right or wrong, but each is functional in various situations. Standard English usually works best in most academic work. Non-standard English, on the other hand, may work in non-academic situation.

7--Excellent control of mechanics and usage--no errors in either. Appropriate manuscript conventions followed.

6--Good control of mechanics and usage--perhaps only one error every seven or eight sentences. Appropriate manuscript conventions followed.

5--Adequate control of mechanics and usage--perhaps two errors every seven or eight sentences. Appropriate manuscript conventions followed.

4--Basic control of mechanics and usage with inadequacies--about three errors every seven or eight sentences. Some conformity to manuscript conventions.

3--Weak control of mechanics and usage-approximately 50% of the sentences contain mechanical and usage errors. Some conformity to manuscript conventions.

2--Very weak control of mechanics and usage--more than 50% of the sentences contain mechanical and usage errors. Little conformity to manuscript conventions.

1--No control of mechanics and usage. No conformity to manuscript conventions.

IV. Style: Syntax; i.e., expression of complex structures, sentence variety, use of coordination, parallelism, subordination, etc.

7--Very sophisticated control of syntax (i.e., all complex structures effectively expressed, ample sentence variety, very effective use of coordination, parallelism, subordination, etc.). Very effective use of sentence fragments, when appropriate. No unclear or awkward sentences.

6--Sophisticated control of syntax (i.e., most complex structures effectively expressed, ample sentence variety, effective use of coordination, parallelism, subordination, etc.). Effective use of sentence fragments, when appropriate. Almost no (perhaps 1 or 2) unclear or awkward sentences.

5--Adequate control of syntax (i.e., most complex structures effectively expressed, noticeable sentence variety, effective use of coordination, parallelism, subordination, etc.). Effective use of sentence fragments, when appropriate. Few (perhaps 3 Or 4) unclear or awkward sentences.

IV. (continued)

4--Basic control of syntax with some inadequacies (i.e., some complex structures used well to reinforce meaning, some sentence variety, some effective use of coordination, parallelism, subordination, etc.). Some fragments used inappropriately. Some (perhaps 5 or 6) unclear or awkward sentences.

3--Weak control of syntax (few complex structures used well to reinforce meaning, little sentence variety, little effective use of coordination, parallelism, subordainationn, etc.). Sentence fragments used inappropriately. Many (perhaps 7 or 8) unclear or awkward sentences.

2--Very weak control of syntax (almost no complex structures used well to reinforce meaning, almost no sentence variety, almost no effective use of coordination, parallelism, subordination, etc.). Sentence fragments used inappropriately. Many (perhaps 7 or 8) unclear or awkward sentences.

1--No control of syntax (no complex structures, or those present are unclear, no sentence variety, ineffective use of coordination, parallelism, subordination, etc.). Sentence fragments used inappropriately. Very many (more than 8) unclear or awkward sentences.

V. Style: Diction (word choice) and metaphorical language (imagery and irony).

7--Very sophisticated control of diction and metaphorical language with respect to variety, clarity, and appropriateness. Style lends strong support to content and organization. Very effective use of denotation, connotation, slanting. Economy in words. Slang, trite expressions, and jargon used appropriately.

6--Sophisticated control of diction and metaphorical language with respect to variety, clarity, and appropriateness. Style lends support to content and organization. Effective use of denotation, connotation, slanting. Economy in words. Slang, trite expressions, and jargon used appropriately.

5--Adequate control of diction and metaphorical language with respect to variety, clarity, and appropriateness. Style lends support to content and organization. Generally effective use of denotation, connotation, slanting. Occassional wordiness. Slang, trite expressions, and jargon generally used appropriately.

4--Basic control of diction and metaphorical language with some inadequacies (i.e., in variety, clarity, or appropriateness). Style lends some support to content and organization. Some effective use of denotation, connotation, slanting. Some wordiness. Some trite expressions, and jargon used inappropriately.

3--Weak control of diction and metaphorical language. Little variety, clarity, or appropriateness. Style lends little support to content and organization. Little effective use of denotation, connotation, slanting. Frequent wordiness. Slang, trite expressions, and jargon frequently used inappropriately.

V. (continued)

2--Very weak control of diction and metaphorical language. Almost no variety, clarity, or approriateness. Style lends almost no support to content and organization. Almost no effective use of denotation, connotation, slanting. Frequent wordiness. Slang, trite expressions, and jargon frequently used inappropriately.

1--No control of diction and metaphorical language. No variety, clarity, or appropriateness. Style lends no support to content and organization. No effective use of denotation, connotation, slanting. Extremely wordy. Slang, trite expressions, and jargon always used inappropriately.

Appendix C

To: Sheldon Halpern

From: Mark Sweeney MS

Subject: Summary views about MAP

Strengths

The major strength of MAP is its encouragement of cooperation in two areas: among faculty and among students. The emphasis on interdisciplinary cooperation has at least opened the way for potentially valuable faculty dialogue. The students in the program have benefitted, I believe, from the emphasis on cooperation rather than competition both inside and outside the classroom. The stress on interdisciplinary coordination has also made the students more aware of the significanc e of basic skills which are applicable in several related fields.

Weaknesses

The major weakness of the program is its administration, particularly at the top levels where a strong sense of direction and coordination are lacking.

Recommendations

A clearer administrative policy and improved communication all along the line are vital.

I would suggest that more preplanning time be allotted to each core group so that realistic goals can be agreed upon. It would also be helpful to allow each group to be formed voluntarily so that people with similar goals and perspectives may have a chance to work together. The process of assigning group membership at the moment is too hit and miss.

Personal Benefits

Participation in the program helped me to become more aware of the need to plan carefully and to keep a record of classroom activities. I also benefitted from the opportunity to discuss with members of other disciplines ways of achieving similar goals.

I particularly enjoyed the sense of real involvement I had with my students this past quarter, a result, I suspect, of our shared desire to make the program work.

COI-MOD Changed My Life

By Madonna P. Marsden

English 112

COI-MOD changed my life. In just ten short weeks I met numerous groups of interesting people from all walks of life and backgrounds, which is exactly what I came to Bowling Green for. It seems very relevant to the situation of contemporary education today to be involved in and with a program such as this, the COI-MOD or MAP program. Since it allows you to do what I stated before. Meet other teachers and exchange ideas about how education can be made more relevant to the students and other people involved in and with it.

On the other hand, as I worked in and with it I found frequently that I seemed to be growing. As a person as well as, therefore, a teacher. The opportunity to exchange ideas on teaching methods, goals, aims, ends and means, and ways to do it was (I thought) the most beneficial part about it. Thus professionally I feel that I've gained alot out of it not only to put in my credentials file but also for my future life in teaching right here at Bowling Green. I had to do alot of extra work, but that was alright because I did get some extra money for it and as I stated in my first and second paragraphs I did get alot of other extra immaterial things (like knowledge and new self-confidence about myself and others) out of it too.

Thus in conclusion, I could agree with Topic B on your list in that the program did have "an impact.....on their own teaching and development as faculty," especially in my case. This is somewhat short of the 500 words that you said that you wanted; but, I hope, its OK because I really think I maybe didn't understand what you wanted in and with this paper.

Madonna P. Marsden

I. STRENGTHS

1. Syllabus offered good surrogate physical and mental experiences to use as a basis for writing. This helped immensely to overcome the usual problems of lack of student experiences in 112.

2. Reading materials worked well, especially with the logic goals of Images. However, there should be some provision made for a more individualized reading program on a central core of topics. (See "Suggestions").

II. WEAKNESSES

1. Lack of sound skill materials. Something better than The Guide to American English needs to be developed. A packet of materials designed for individualized work in problem areas (mechanics, sentence structure, and diction) needs to be devised to supplement the reading materials.

2. Lack of real integration with speech. More integration could have been done, especially in the units on usage and audience. Assignments on identical topics for both a speech and a written composition might allow the student to spend more time on oral and written communications skills rather than on ideas. This would be particularly helpful during the early part of the quarter.

3. Materials need to be designed to allow for more short paragraph assignments in 112 before a full-fledged essay is written. Skills concentration should perhaps be the entire work of the first half of the quarter, with skills and ideas in combination taking up the last few weeks.

III. SUGGESTIONS

1. To allow for in-depth projects, some kind of single, centralized project suggestions should be developed. In other words, the student should be given a chance to explore a single research project in some depth during the last half of the quarter rather than diffusing his energies on two or three projects for two or three courses. The subject matter of this project could serve as the basis for short composition assignments, material for small group discussions in Speech, and content in Images courses. A wealth of individualized options on coordinated topics needs to be developed. This might eliminate the negative response of many of the students who felt that reading the essays in the packet was "irrelevant" to their own writing assignments by more effectively combining the content matter and the skill orientation of the three courses.

2. Scheduling of courses should be done in three hour blocks which would allow for team teaching when desired. Despite the efforts to integrate, we still had three separate courses going on every day. Scheduling should allow one, two, or even all three instructors to be present in the class at once. Too many of my students, for example, had the attitude that they only had to organize papers when they wrote "for English class," and consequently wrote miserably in Images.

3. The living together/learning together program does have its drawbacks. Homogeneous ideas about the group seemed to develop into collective myths at times. I also found that many of my students knew very few people outside their own group. A "midterm party" or other non-academic large group activities might quell this.

4. Build into the syllabus even more academic large group experiences which can serve as writing and speaking topics during the first part of the quarter. A "Happening," for example, could provide several assignment options on self-awareness and other-awareness and serve as a socializing experience as well.

5. Allow faculty some release time in teaching schedules so that the very great demands which the program does make can be met.

To: Sheldon Halpern

From: Mary Ward

Re: MAP-COM-MOD

Strengths:

A. The module sections allowed for an interdisciplinary approach to the subject matter which provided additional insight for me as an instructor as well as for students.

B. The module sections also allowed for the sharing of philosophical approaches to teaching. Again, the interdisciplinary element was important, for the ideas of faculty in other fields helped place my own ideas in a better perspective. Discussion chiefly with fellow English teachers tends to lead to a definite bulge in self importance.

C. The greatest strength is the potential built into the program which allows for a minimum or a maximum of interaction between fields.

Weaknesses:

A. The greatest weakness in the program is in the implementation of its potential. More extensive planning, both theoretical and practical, is needed for adequate use of the module concept.

B. There was confusion at the individual instructor level as to what was expected of him/her as a member of the MAP faculty. There was a feeling that something definite and unique was expected but the articulation of that something was lacking.

C. The confusion generated on these two points (A and B) was transferred to some of the students who became apprehensive about the validity of the program. Such an atmosphere is contradictory to the goals of the program.

Suggestions:

A. More pre-planning with other members of the module sections is needed with emphasis on projects that would entail utilization of skills and material covered in all three areas.

B. Better use should be made of the living situation of the students. Perhaps office hours could be held in the living quarters or an interdisciplinary seminar could be held at regular intervals in the dorm. Another possibility is to hold meetings in the dorm concerning group projects with instructors participating as active guides to the group. This latter would allow for a more informal relationship between the teacher and the student that is not presently provided for.

C. In line with a more coordinated and integrated module, there should be some opportunity for encounters with all three aspects of communication together instead of as separate units. One way to meet this need is to plan a joint seminar for a block of students with the Speech, Images and English instructors attending and guiding the discussion. Students can then see faculty members working together with subject matter and hopefully better understand the interdisciplinary approach being stressed. These seminars could serve as either the initial meeting, kicking off classroom and individual pursuit of common topics or as the culminating activity in which projects, individual research or class discussions are brought together in a synthethizing session.

Strengths of Communication Module

The techniques of analysis and logical argumentation learned in Images helped the students to better organize and develop their thoughts in compositions for English class.

The planning sessions before the quarter began were valuable.

A close integration of subject matter and aproaches was possible, and when achieved, the rewards for both students and instructor were satisfying.

Weaknesses of Communication Module

The greatest difficulty in the integration of English and Speech sections was the scattered scheduling of Speech instructors. It was impossible to plan common activities and exercises without the active participation of all three Speech instructors in the group. The coordination of theLife Styles materials was carefully planned and detailed in advance; therefore, the integration with Speech in the use of these materials was successful (although perhaps overdone). But after the Life Styles section of the syllabus was completed, integration with Speech deteriorated.

I found difficulties in dealing effectively with some of the subject matter materials, particularly theIcon section. More detailed suggestions in the syllabus for assignments and activities would have been helpful.

Although the goals of the Communication Module were clear to me, I was (and still am) confused about some of the objectives of the MAP as a whole, especially the concept of a shortened baccalaureate program.

Impact of MAP on Teaching

Meeting with other instructors who were teaching the same group of students was especially valuable. Different methods of handling the material were discussed and new ideas were shared. A better evaluation of an individual student's strengths and weaknesses was possible because of the knowledge gained of his attitude and achievement in other classes. It was gratifying to a wounded ego to discover that the student who regularly falls asleep in English class also falls asleep in his Speech and Images classes.

Because the students attended at least three classes with each other, their interaction was high. The close acquaintance with each other improved classroom discussions; the students were less afraid to express their ideas and feelings and more willing to be honest than the average group of students. With such a positive attitude among the students, the job of teaching was easier and more satisfying.

Recommendations for the Future

Because the concept of integrated courses is essential to the program, instructors should be chosen who are willing to give the added time and effort necessary to make that integration possible. Perhaps MAP is not the ideal program for teachers who are unwilling to follow an exact syllabus or engage in extensive pre-planning of materials and activities.

Projects that would fulfill requirements for all three courses in the Communications Module should be established (eg. a controversial topic that is discussed and researched in Images could be used as the basis for a paper in English and a speech or debate in Speech class.)

The English syllabus should contain more suggested assignments, theme topics, and activities.

Respectfully submitted,

Karen Higgins

Karen Higgins

Part Three:

EVALUATION OF COMMUNICATIONS MODULE INTEGRATION

Attached is a chart outlining our planned goals for integrating the Speech and English components of the Communications Module with each other and with the "Images" Module. Achievement of the speech and writing proficiency goals is discussed separately within the report on those module components. In assessing the extent to which the goals of integration per se were met, we are aware of three problem areas in which the experience of 1972 fell short of expectations and indicated needs for revision in 1973.

1. Logistics of integration.

   a. Because of the difficulties of time and scheduling, it was impractical to expect instructors in three separate courses to be able to meet and coordinate their activities to the extent we had hoped.

   b. Flaws in a hastily improvised enrollment procedure produced many instances in which students were placed in combinations of sections other than those in which integration was planned.

   c. Internal problems of the Images Module precluded in most cases a kind of long range planning that would have been necessary to integrate its activities with those of the Communications Module.

2. Syllabus.

   a. Given the length of the quarter and the close subject matter relation between the "life styles" and "icon" units, it was impractical to expect there to be enough time and flexibility of direction to include also a unit on stylistic and artistic values.

   b. Core Syllabi were built around speaking and writing skills respectively and the instructors were asked to organize coordinated classroom activities to teach the skills. In retrospect, it appeared better to build the course syllabi around coordinated and/or joint classroom activities and leave to the instructors the task of organizing the skill content which they are more accustomed to doing.

3. Student Proficiencies.

It was only after the experience of the quarter that we could begin to consider how to define and measure those skills which resulted from integration of the two separate courses within the Communications Module and both the writing and speaking skills already mentioned.

Sheldon Halpern
Paul McKee

MAP SKILL GOALS

Unit	Images	Communications Module	English 111	English 112	Speech 102
I	The world as perception and projection	Skills: Generalization from personal and immediate environment to wider issues. Subject Matter: Relationships of individual behavior to personal goals, situation, condition and group behavior models.	State a topic and define the area it includes. Gather information and construct categories. Recognize a theme and formulate issues. Generate questions from the issues and gather further information to the issues.	Use all the skills of English 111 with awareness. Begin keeping journals and using them to stimulate habits of intellectual awareness. (Emphasis will vary depending on writing skills from section to section.)	Identify what are constructive verbal one-to one behaviors. Recognize why supportive interpersonal verbal behaviors are constructive. Behave constructively toward others in one-to-one verbal encounters.
II	Evaluating the Reliability and Quality of Understanding	Skills: Induction from data to hypotheses. Subject Matter: Social values and assumptions and their symoblic manipulation.	Formulate hypotheses or other organizing principles (spatial, temporal, etc.). Be familiar with a variety of organizational methods, and choose among them. Organize into sections and paragraphs.	Write for a variety of specific audiences. Use modes of expression appropriate to various intents.	Identify what are constructive verbal small group behaviors. Recognize why certain verbal behaviors contribute to the formulation of effective groups. Relate constructively to others in small group communication situations.
III	Using the Understanding to choose actions.	Skills: Deduction; application of hypothesized or traditional patterns or standards to particular instances. Subject Matter: Relationship of traditional-cultural values to particular expressions.	Write a theme in language the structure, diction, and mechanics of which clarify rather than obscure meaning.	Recognize and analyze different styles and varieties of American English. Write with attention to stylistic and usage variation.	Identify what are effective public communication behaviors. Recognize why certain public communication behaviors contribute to effective speaker-audience relations. Relate effectively to an audience